

Student:

*Consider moving levels if the student is consistent with these behaviors, maintains fluency and is able to comprehend.

Levels 1 – 2 (Fountas & Pinnell A-B)	Date (When it is observed that the strategy is being used consistently.)	Levels 3 – 4 (Fountas & Pinnell C)	Date (When it is observed that the strategy is being used consistently.)
Moves left to right <ul style="list-style-type: none"> “Where do you start?” “Put your finger on the first word.” 		Uses visual information to predict, check, and confirm <ul style="list-style-type: none"> “Does that look right?” 	
Moves front to back <ul style="list-style-type: none"> “Where is the first of the story?” “Where is the last of the story?” 		<ul style="list-style-type: none"> “What would you expect to see at the beginning?” “It starts with _____. What could it be?” 	
Controls return sweep <ul style="list-style-type: none"> “Where do you start?” “Which way do you go?” “Now where do you go?” 		Controls 1:1 matching <ul style="list-style-type: none"> “Point to the words and read.” “Were there enough words?” “Did that match?” 	
Talks about pictures <ul style="list-style-type: none"> “What is happening in the picture?” “What/Who do you see?” 		Uses pictures/words to predict meaning <ul style="list-style-type: none"> “Look at the pictures.” “What is happening?” “What do you think it might be?” 	
Word by word matching <ul style="list-style-type: none"> “Point to the words and read.” “Did that match?” “Were there enough words?” 		Checks illustrations with print <ul style="list-style-type: none"> “What is happening in the picture?” “It starts with ____? What could it be?” 	
Pays attention to print <ul style="list-style-type: none"> “Can you find _____?” 		Anchors on known words <ul style="list-style-type: none"> “Can you find ____?” “How did you know you were right?” 	
Uses patterns <ul style="list-style-type: none"> “Does that make sense?” “Do you think it says the same as on this page?” 		Solves some unfamiliar words <ul style="list-style-type: none"> “How did you know that was ____?” “Did that make sense?” “Were you right?”	
Predicts what makes sense <ul style="list-style-type: none"> “Look at the picture.” “What is happening?” “What could it be?” 			
Self-monitors <ul style="list-style-type: none"> “Did that match?” “Does that look right?” <ul style="list-style-type: none"> “What do you see at the beginning?” 			

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Levels 5 – 6 (Fountas & Pinnell D)	Date (When it is observed that the strategy is being used consistently.)	Levels 7 – 8 (Fountas & Pinnell E)	Date (When it is observed that the strategy is being used consistently.)
Control early strategies <ul style="list-style-type: none"> • “Can you find _____?” • “Did that match?” 		Solves new words with focus on meaning <ul style="list-style-type: none"> • “Check the picture.” • “Does that make sense?” 	
Moves away from finger pointing <ul style="list-style-type: none"> • “Read that again without your finger.” • “Use your eyes to read it.” 		Rereads to check , confirm, search <ul style="list-style-type: none"> • “How did you know it was ____?” • “What do you think it might be?” • “Try something else.” 	
Uses patterns to read with phrasing <ul style="list-style-type: none"> • “Does that look right?” • “Do you think it will say the same thing on this page?” 		Cross-checks information sources <ul style="list-style-type: none"> • “Does that look right?” • “It could be ____, but look at ____.” • “Is there another way you can check?” 	
Checks letters/sounds, words or parts of a word <ul style="list-style-type: none"> • “What letter does it start/end with?” • “What would you expect to see at the beginning/ middle/end?” • “Do you know another word that looks like that?” (me/we) • “Do you know a part in that word?” (pond) 		Self-corrects using multiple sources <ul style="list-style-type: none"> • “Does that match what is happening?” • “Take a closer look.” 	
Rereads to confirm or problem solve <ul style="list-style-type: none"> • “Can we say it that way?” • “What did you notice?” • “Read it again to see if you are right.” • “Does it look right? Sound right? Make sense?” 		Predicts what will happen and reads to confirm <ul style="list-style-type: none"> • “Read it again to see if you are right.” • “What do you think it will be?” 	
Moves more fluently through text <ul style="list-style-type: none"> • “Read it again like this ... “(teacher models phrasing) • “Try again a little faster.” 		Relates one text to another <ul style="list-style-type: none"> • “Do you remember _____ in _____?” • “What did we read that was like that?” 	

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Levels 9 – 10 (Fountas & Pinnell F)	Date (When it is observed that the strategy is being used consistently.)	Levels 11-14 (Fountas & Pinnell G-H)	Date (When it is observed that the strategy is being used consistently.)
Notices punctuation and use for phrasing <ul style="list-style-type: none"> • “Did that sound right?” • “Read that again and watch for the period or question mark.” • (Read the child’s words.) “Does that make sense?” 		Uses pictures and text together to create meaning <ul style="list-style-type: none"> • “Do the words match what you see happening in the picture?” • “Look at the picture. What do you think the words might say?” • (Read the child’s words.) “Does that make sense?” 	
Searches visual information to solve new words <p>“Do you see a part that you know?”</p> <p>“What does an “e” do at the end of a word?”</p> <p>“It looks like _____.”</p> <p>“What do you hear first? Next? Last?”</p> <p>“It could be _____, but look at _____.”</p>		Solves new words by word analysis and then checking against meaning <ul style="list-style-type: none"> • “Do you see a part that you know?” • “What does an “e” do at the end of a word?” • “It looks like _____.” • “What do you hear first? Next? Last?” • “It could be _____, but look at _____.” • “Does that make sense in the sentence?” 	
Uses syntax of text to predict <p>“You said _____. Does that make sense?”</p> <p>(Repeat the child’s words.) “Can you think of a better way to say that?”</p> <p>“Would _____ fit there?”</p>		Monitors own reading <ul style="list-style-type: none"> • “You said _____. Does that make sense?” • (Repeat the child’s words.) “Can you think of a better way to say that?” • “Try that again. Does it look right? Sound right?” 	
Moves quickly through text <ul style="list-style-type: none"> • “Read that again. Read it faster.” 		Reread to check and search <ul style="list-style-type: none"> • “Read that again and think about what would make sense.” • “Do you see something that might help?” 	
Uses multiple sources to self-correct <ul style="list-style-type: none"> • “Take a closer look at ...” • “Are you right? Could it be _____?” • “There is a tricky part. Can you find it?” • “Does that look right? Sound right? Make sense?” 		Discuss ideas from story in a new way that indicates understanding <ul style="list-style-type: none"> • “Why do you think ____ did or said that?” • “What would you think _____ will do to solve this problem?” 	
Uses known words and parts to get to new words and check against other information <ul style="list-style-type: none"> • “That makes sense. Does it look right?” • “Look at the picture. Does it make sense?” • “Can we say it that way?” • “How did you know it was _____?” 		Discusses characters <ul style="list-style-type: none"> • “Who were the main characters? Were there other characters in the story?” • “Why do you think ____ did what he/she did? Would you have done the same thing?” • “How did ____ feel/act at the beginning of the story? Did that change any time during the story?” 	
		Makes connections to other texts <ul style="list-style-type: none"> • “Do you remember when we read _____?” • “How is this story like _____?” • “How is it different?” 	

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Levels 15-17 (Fountas & Pinnell I)	Date (When it is observed that the strategy is being used consistently.)	Levels 18-20 (Fountas & Pinnell J)	Date (When it is observed that the strategy is being used consistently.)
Fluent and phrased when reading <ul style="list-style-type: none"> Model reading of phrase and ask student to reread. "Read that again faster." 		Fluent and phrased, especially when rereading <ul style="list-style-type: none"> "Read that again." "Read it faster." "Read it like you're talking." "Make your eyes move across the page." 	
Good problem solving of new words <p>"Do you see a part that you know?"</p> <p>"What does an 'e' do at the end of a word?"</p> <p>"It looks like ____."</p> <p>"What do you hear first? Next? Last?"</p> <p>"It could be ____, but look at ____."</p> <p>"Does that make sense in the sentence?"</p>		Problem solving of new words <ul style="list-style-type: none"> "Do you see a part that you know?" "Does it look like another word you know?" "What would make sense?" "What could you try?" 	
Makes connections between text <p>"Do you remember when we read ____?"</p> <p>"How is this story the same?"</p> <ul style="list-style-type: none"> "How is this story different?" "Do the characters act the same in this story?" 		Makes connections between text <ul style="list-style-type: none"> "What do you know about ____?" "Do you remember when we read ____?" "This is like ____." 	
Understands characters and shows this through discussion, art, & writing <ul style="list-style-type: none"> "Tell me how you think ____ feels right now." "Why do you think that he/she did/said that?" "Draw a picture of what you think ____'s face looks like right now." 		Demonstrates understanding of characters <ul style="list-style-type: none"> "Tell me about ____." "What did ____ think about ____?" 	
Copes with unfamiliar concepts <ul style="list-style-type: none"> "What do you think that means?" "What just happened to ____?" 		Copes with unfamiliar concepts <ul style="list-style-type: none"> "What do you know about ____?" "It's like ____." "Do you remember when we saw ____?" 	
Transitions to silent reading <ul style="list-style-type: none"> "Watch my eyes as they read the words." "Try reading that with just your eyes." 			